

Teacher Leaders Advise on Clinical Preparation

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When the National Council for Accreditation of Teacher Education (NCATE) commissioned a Blue Ribbon on Clinical Preparation, Partnerships, and Improved Student Learning, they also wisely sought to include accomplished classroom teachers in its deliberations. Who better to consult when trying to train and retain more highly effective teachers than those who have already proven they know how to help students achieve at the highest levels? Responding to NCATE's request for input from teachers on how to embed teacher education in real school settings, the [Teacher Leaders Network \(TLN\)](#) invited an outstanding and diverse group of teacher leaders (see Appendix) to an extended virtual discussion. Fifteen teachers participated, including veterans, new teachers, graduates of traditional teacher education programs, alumni of alternative certification programs, and second (or third) career teachers, all representing a wide range of geographic areas, grade levels, and professional experiences. Five of the teachers are relatively new to the profession and are part of the Center for Teaching Quality's New Millennium Initiative, which is focused on disseminating the policy ideas young recruits suggest to close the student achievement gap and advance a results-oriented profession. Many of us reflected not only on our own career preparations, but also on work we have done as mentors and supervisors in areas of teacher recruitment, education, and induction. Our discussions focused on four important and overlapping aspects of teacher preparation: characteristics of effective teachers, coursework/content for teacher preparation, features of highly effective clinical preparation, and strong school/district/preparation program partnerships. We believe our ideas will enrich the work of the Blue Ribbon Panel in this much-needed re-direction of teacher preparation.

I. CHARACTERISTICS OF EFFECTIVE TEACHERS

The goal of teacher preparation and induction is to identify and develop teachers who can effectively work with increasingly diverse student populations under a variety of conditions. Generally, new teachers come into the profession with stronger backgrounds in their academic content areas than is popularly perceived; however, if these new teachers are simply dropped into the still-widespread practice of classroom isolation — each teacher shut behind a door, working

alone with a group of students — that rich content knowledge, along with nascent pedagogy, often suffer. All new teachers, not just those who come via alternative preparation programs, come into the profession bubbling with enthusiasm and energy; but when they find themselves in challenging or even dysfunctional schools, the pressures constrain them and often transform them for the worse.

The Teacher Leaders focus group identified eight characteristics as the minimal markers of effective teachers. Effective teachers:

- Constantly and purposefully observe other teachers and engage in professional discussions with successful teachers;
- Intentionally self-reflect, constantly looking to improve not only their classroom practices, but also their own learning;
- Develop a classroom atmosphere of trust, safety, and comfort for students, caring about the students as human beings;

There are many ways to be effective, but first and foremost, kids need to know that the teacher is committed to them — to helping them grow and learn, to not giving up on them... Effective teachers have created a safe community where students are willing to risk, and stretch, to please themselves (not just the teacher). —Marti Schwartz

- Frequently assess students' understanding and performance using a variety of means (e.g., formal, informal, high stakes, low stakes, formative, summative);
- Purposefully and efficiently manage time in the classroom (or other learning setting);
- Seek to understand the cultural context in which they are teaching, taking time to know students and use that knowledge to interpret student performance and adjust instruction, sometimes instantly;
- Are tenacious and persistent about the success of their students, even the most reluctant learners; and
- Willingly support and cooperate with colleagues.

Teachers cannot be taught all the knowledge, all the skills they need to be effective, in any teacher prep program. Maybe therein lies the overarching answer: An effective teacher is the candidate with initiative for self-improvement.—Cossondra George

These characteristics go beyond what we usually think of as basic teacher competencies, and they are best taught or developed by immersing teacher candidates in vibrant, school-based learning communities.

II. COURSEWORK AND CONTENT FOR TEACHER PREPARATION

A major learning outcome for teacher preparation should be each candidate's development of an extensive repertoire of teaching strategies, which includes unpacking the pedagogical purposes behind teaching strategies, knowing when to employ them, and maximizing opportunities to observe and practice the strategies in controlled situations.

I think that educating teachers on how to find resources, how to integrate technology into the curriculum (and not just as another medium but as a way to enrich curriculum), how to go about becoming a teacher leader or at least what channels to go about making changes in their schools or districts, and other such parts of teaching that are behind the scenes. Along these same lines, simulating for future teachers how to deal with the different types of parent engagements, student conflicts, administration conflicts/scenarios, and other such interactions – Sean Woytek

As a practical matter, programs could utilize the resources of the National Board for Professional Teaching Standards (NBPTS) as examples of highly effective teaching in diverse settings. Studying the [NBPTS Standards for Accomplished Teaching](#), which now exist for over 25 grade levels and content areas, should be at the core of every teacher education curriculum. Preparation programs should make use of social networking to connect teacher candidates with practicing teachers and real classroom settings as much as possible; integrating and embedding these virtual connections into the candidates' coursework.

I don't EVER remember a classroom teacher being invited to our [teacher ed] classroom to speak, share classroom materials, or anything else. We had several teachers in our area (some alumni of the program) who had received national recognition for their teaching. We never met them; they were never invited in as guest lecturers, team teachers, even adjuncts. We didn't study their work; analyze videos of their teaching, or review their lesson materials. Think of the training methods commonly used in medical schools, pilot training, or even professional sports: Watch experts, analyze, practice. – Renee Moore

Veteran teachers in the focus group stressed the need for candidates to receive very practical instruction on how to interpret and use current standardized test reports from their respective states, including an understanding of the limitations of such data and an ability to look beyond numbers and make informed judgments regarding test results in specific school/classroom settings.

I think we need to teach them to mine carefully, to dig deeper than the raw scores, looking at the individual students, their scores, and trends in the data. Doing all of this with an eye for discrepancies and explanations becomes almost intuitive after much practice. – Cossondra George

Similarly, candidates need to experience assessments in which they are given actual student work samples and must diagnose student strengths or weaknesses and determine appropriate interventions.

As they instruct teacher candidates, it is imperative that teacher educators themselves model the practices that characterize effective teaching (see Section I).

I've often heard administrators say that the best middle school teachers are former elementary teachers, and the best high school teachers are former middle school teachers, because the classroom becomes student-centered instead of teacher-centered. We can tell student teachers to create student-centered classrooms, but if they haven't experienced it as students themselves or practiced it substantially in their student teaching practice, then they will automatically revert to traditional methods. – Kathie Marshall

Evidence of accomplished teaching (such as National Board Certification or some other instructional quality evaluation) has to be a job qualification for teacher educators. Teacher educators at institutions not affiliated with a university or professional development school should be routinely assigned to local PK-12 schools in which to ground their research and instruction.

Teacher educators and teacher candidates must be highly technologically literate, making effective use of current technologies, including social networking and mobile technologies, and attentive to teaching and learning potentials of subsequent ones. This knowledge is best acquired through the use of these technologies as an integral part of the teacher education experience.

Today's teachers have to know how to access, evaluate, and use information, both pedagogical information and content-specific knowledge. Consequently, in our discussion of content, we emphasize the need to put teacher candidates and novices into learning communities through which they can continually grow. Great examples of this marriage of technology and professional learning can be found at the [Powerful Learning Practices Network](#), the annual, global [K12 Online Conference](#) organized by teachers for teachers, or the burgeoning educational social networks such as [English Companion Ning](#) or [Classroom 2.0](#).

Last year, I was working with a School of Education faculty and was stunned to find out that the majority of their faculty had no idea of how to use the common digital tools of today.... If indeed the skills, talents, and know-how to survive and thrive today's world include collaboration, critical thinking, problem-solving, and navigation of intricate, global human networks via digital tools, then how in the world can teacher educators believe they are meeting their obligations and responsibilities? Teacher educators must understand the impact that rapid change will have on curriculum design, assessments, pedagogy, and learning management (no longer only classroom management). And, they cannot understand the implications if they do not participate. – Emily Vickery

This clinical preparation initiative must also recognize the special challenges of providing high quality clinical experiences for teachers and teacher education programs in rural settings. One-third of American schools are rural, serving 19% of the nation's public school students.

We are so very rural, so isolated, that we do not get any of those perks of being in a more urban setting. The nearest universities are 65 and 100 miles away so unless there happens to be a student teacher who WANTS to be placed here, who did not attend school here, we do not get them. We do not attract TFA candidates... We don't get many teacher applicants period. As far as I know, we are still the lowest paid district in the state. — Cossondra George

For those in rural areas, the use of interactive technologies as the medium for both embedding candidates in diverse school settings and connecting them with appropriate mentors and networks becomes even more critical. This need may require significant upgrades and further investment in technology infrastructure, hardware, and training on multiple levels.

III. HIGHLY EFFECTIVE CLINICAL PREPARATION

Putting candidates into clinical settings for longer periods than traditional student teaching entails will not necessarily improve the quality of our new teachers unless those placements are part of a more thoughtful, comprehensive preparation program. When asked how highly effective clinical preparation programs would look, our Teacher Leaders group soon came to a consensus on some key features. Leading that list was the need for collaboration and cooperative practices. In fact, to many of us it is the presence of these practices that not only distinguishes a clinical preparation program as effective, but helps guarantee its rigor and its credibility. Another, closely related feature was the development of the candidates' ability to do effective self-evaluation and systematic reflection of his/her own teaching.

I think many good teachers start off student teaching with shortcomings, but it's the failure to make changes for the next time which creates the problem. Coming up with an evaluation system that watches for failure to grow or reflect on teaching would be ideal (if not meeting the requirements). – Stephanie Basile

Effective clinical preparation is especially important for those coming to education via some of the fast-track alternative programs. These least-trained candidates are most likely to be sent to the most challenging teaching situations; they should not be relegated to learning-on-the-job while they are, in fact, the teacher of record, particularly given the great variation and general inadequacy of mentoring and induction practices in under-resourced, high-turnover, high-needs schools. Truly seamless teacher preparation requires strong alignment between preparation and induction.

The current system in most schools is not conducive to creating an incubator for positive growth for novice educators. In my opinion, one of the greatest flaws in the system is the lack of strong administrative leadership. However, that does not make it acceptable to allow young teachers to continue to fall through the gaps. As professional educators, we have both a moral and ethical obligation to help those around us. – Joe Fatheree

Teacher interns and novices should be placed and nurtured within professional learning communities. Successful programs ensure mentoring of new teachers by highly effective/ highly accomplished teachers, or by a teacher preparation team led by highly accomplished teachers. Ideally, the members of these teams will have been trained in successful mentoring or coaching.

Mentor training should be provided by university teacher education programs (preferably as credit-bearing coursework). New teacher mentoring should last for at least one full school year, possibly longer.

Having more student contact time where I was expected to try new methods and reflect on their effectiveness individually and with the help of a mentor eased me into things and allowed for time to focus on targeted aspects of my practice. This gradual release into a full-time position and responsibility resulted in me being a more confident and capable teacher. Then, as a first year teacher I spent a great deal of time with a skilled instructional coach who supported me immensely by working with me to identify deficiencies in my skills and helped me focus in on ways to turn those deficiencies into effective habits. – Ben Jackson

In addition, districts and states should provide reasonable compensation for both mentors and teacher interns, while providing time and support for teacher collaboration at the school and district levels.

The teacher leaders emphasized one point repeatedly: Those who are responsible for teaching teachers (teacher educators) should themselves have demonstrated accomplished or at least highly effective teaching, and periodically have to *re-demonstrate* it. That ability should be demonstrated within the PK-12 context and within the teacher preparation program itself.

I have developed my expertise through mentorships and collaborative partnerships, Inquiry and reflection, and purposeful study and professional development. I have had the good fortune to always teach under the guidance of an expert mentor and at the same time practice with teaching partners who are passionate about collaborative continuous improvement.... As I have developed expertise as a teachers I have been asked to share it with others by conduction professional development presentations and by making a commitment to mentoring new teachers.... The student teachers I work with provide me with a teaching partner with whom I can engage in daily inquiry and reflection. – Sherry Dismuke

Teacher education should be part of a continuum of collaborative, professional learning practice for all involved.

For the sake of students and teacher education candidates, student teachers and other teaching interns should be positioned as partners with supervising teachers as part of their

teaching teams, as opposed to a “tag team teaching” approach. Whenever possible, teacher interns should be allowed to select their mentors from a pool of qualified candidates. The clinical program should include multiple observations and feedback of teacher interns’ work in actual classroom settings by mentors, team members, and university instructors, either in real-time or video. The teacher leaders also thought it important for teacher candidates to systematically observe quality teaching and student support in areas other than that for which they are preparing. Designated and sufficient time should be provided during working hours for university staff, mentor teachers, and student teachers to talk and work together to create individual plans and provide feedback for one another. Members of the focus group also recommended frequent and sustained use of writing for reflection, feedback, and analysis of teaching intern’s work and development; including reviews of video of interns’ teaching using well-developed rubrics.

Some thing I look for as I work with student teachers is their ability to analyze the teaching of others...AND their own teaching. It's hard to imagine teachers becoming effective over time without being able to analyze teaching, in meaningful ways, in relation to the effects of student learning. – Elizabeth Stein

Our TLN group also highlighted the potential for more clinically-based teacher preparation programs to help redirect those who should not enter the teaching profession for various reasons. Currently, field experience directors, and even candidates themselves, may not realize there is a career mismatch until very late in the process.

Having experience in the classroom can allow many people early on to self-select.... I would expect some people stick with it because at the point they get into the classroom they're already far enough in (money and effort) that it's hard to quit. — Stephanie Basile

IV. STRONG PARTNERSHIPS

A long-standing criticism of teacher education is that it prepares candidates for what was or what should be, while actually hindering new teachers’ abilities to function in the reality of school structures. According to many exit surveys, the major cause of new teachers leaving individual schools or the profession entirely is the lack of support (usually stated as lack of administrative support). More accurately, it is the frustration of trying to practice the

characteristics of effective teaching in settings where those characteristics are either not valued or even prohibited. The teachers agreed, for example, that collaboration of various types with other teachers is a characteristic of effective teaching, yet we have schools and even whole districts that are structured to make that difficult. One of the benefits of embedding teacher preparation into actual school settings is the positive effect this has on the working conditions of all teachers and thus the learning environments of all students.

Before a teacher is handed a classroom there should be some form of evaluation (with a high bar) that determines whether he or she is, in fact, prepared to take over. However, because of hiring windows, etc. and the dependency on the correlation of university and k-12 school schedules, a teacher is expected to be a proficient student teacher by the end of a semester so her or she can apply for positions and take over on day one of the following semester.

Imagine if there were rolling hiring practices that allowed for teachers to take on teaching roles as they actually met effectiveness standards in real time. — Ben Jackson

The teacher leaders in our discussion were keenly aware of the need not only for tighter coordination, but also for mutual respect and responsibility among a complex set of stakeholders, notably teacher preparation programs and their sponsors, state departments of education, state, regional, and national accreditation agencies, district level administration and staff, school-level administration and staff, organizations representing teachers (unions, professional organizations), and parent groups. First, organizations involved in such partnerships must reach clear agreements on shared visions/goals (as stated in Section I) when discussing the qualities of effective teaching by which candidates should be measured. In order for the relationship between teacher education programs and local schools/districts to reach parity, there must be true joint ownership of the program from the planning and design phase through the preparation, placement, induction, and retention phases of the new teacher's career. Lack of regular, meaningful, and mutual communication between district and university/college education programs was one of the most commonly noted problems in current arrangements, so a redesign should clearly address improvement in this area. There will probably be locations where multiple preparation programs have to join in partnership with the same public school district. In these cases, there should be one body that coordinates those partnerships based on common goals and outcomes to reduce confusion and burden on the schools involved.

In addition, the teacher leaders recommend that the preparation programs and PK-12 school partners:

- Identify current and potential staffing needs of districts (e.g., expected retirements in elementary math) to allow preparation programs to better advise students and create pipelines into available positions;
- Cross-utilize faculty, posting teacher educators as adjunct instructors within the school districts and master teachers as adjuncts within teacher education programs;
- Coordinate professional development between university/college and school districts, on-site whenever possible;
- Promote use of pedagogical best practices by all faculty at the higher education institution, not just those in the teacher education program; and
- Encourage collegiality and information sharing across levels so the teaching profession becomes more of a continuum.

Organizations working in a clinical preparation partnership also need to agree on qualifications for mentors and appropriate classroom sites for training candidates and novices at various points in their preparation. Appropriate state agencies should only award licensure to teacher candidates/interns based upon *demonstration* of effective teaching as verified by clearly defined standards and multiple measures, including observations (not just completion of coursework or passing of licensing exams). Note: This point will also help when advising those persons not ready or not proficient enough to be a teacher of record. Likewise, at the university level, tenure for teacher educators should place significant emphasis on the effectiveness of their teaching practice, not just their research or publications.

Overall, the members of the Teacher Leaders Network focus group enthusiastically supported moving teacher preparation to a clinically-based format. NCATE's willingness to include accomplished educators in the conversation, along with the broad representation of stakeholders on the Blue Ribbon Commission, makes us optimistic about the success of this (ad)venture. For state and local partnerships to successfully implement clinically-based teacher preparation models, teacher expertise and support cannot be an afterthought or an assumption. We need to be equal partners from the beginning.

APPENDIX

Teacher Leaders Network - NCATE Virtual Discussion Participants

Stephanie Basile is a fifth grade teacher and grade level chair at Meridian Elementary in Adams 12 (CO). Prior to teaching, Stephanie worked in the non-profit sector. Her role in gift processing both at the University of Colorado Foundation and the Children's Hospital Foundation in Denver inspired her to pursue teaching. She earned her master's and teaching certification at the University of Colorado at Denver. In addition to her school level leadership, Stephanie sits on her district's energy conservation committee, which meets to discuss economical and energy-efficient solutions for the school district. She is also a member of the Denver New Millennium Initiative.

Julianna Dauble teaches part-time in the fifth grade at Sierra Heights Elementary in Renton (WA). She began her career by earning K-8 certification with an emphasis in English as a second language (ESL) instruction, and then went on to complete a master's degree in curriculum, instruction, and assessment. Julianna has served as a representative for the Renton Education Association since her first day of teaching in 2001, and is currently the Washington Education Association's political action committee manager for her region. Last year, Julianna was selected as a local and state delegate to the WEA and NEA's representative assemblies. She is also a member of the NEA Young Educators Workgroup and serves on various committees in her school and district. She is also a member of the Washington New Millennium Initiative.

Sherry Dismuke has 12 years experience as a first grade teacher with the Boise School District. She began her journey into teaching with a degree in Child Development from California State University Northridge where she interned and later taught and mentored new teachers at the university lab preschool and daycare, The Center for Childhood Creativity (based largely on the works of John Dewey). Her Family then moved overseas to the small island of American Samoa where she taught K-8 in an international school. After five years, Sherry returned to the States and moved to Boise, Idaho where she began a more traditional teacher education program at Boise State. There, she earned a Bachelor's degree in Elementary Education and a Masters degree in Reading. She is also certified in Gifted and Talented education and work as an advocate for Twice Exceptional students. She is also a mentor teacher for Boise State University and new teachers in the Boise School district. Sherry is pursuing her doctorate in Curriculum and Instruction.

Bonnie Dufty teaches 6th grade in an elementary school in Boise, Idaho. She has experience teaching every grade from 1st to 8th and taught in several schools in upstate New York, as well as a city school in Boston. Bonnie's path into the classroom was fairly traditional, although she was part of an experimental internship program in Boston that allowed six teacher candidates to work at a city middle school during their senior year and undergo course-work directed study. Her present teacher education experiences involve mentoring student teachers in the classroom. Bonnie's school has become a professional development environment, so the student teachers spend the entire year in the building, switching back and forth each quarter from primary to intermediate. Working with this program for the past four years has really reshaped Bonnie's thoughts on preparing new teachers for the classroom.

Joe Fatheree teaches World Civilization, Web Design, and Multimedia and is an award winning educator and filmmaker. He was named the recipient of the NEA's National Award for Teaching Excellence and, in 2007, the Illinois Teacher of the Year. Joe is in high demand as a motivational speaker, setting high standards for educators and challenging audiences to better serve their students. His groundbreaking work in the field of multimedia has been the subject of a number of national articles. Joe serves as a board member for Advance Illinois, an educational policy organization, and for Independent Lens where he

helps design curricula for new programming. His television work has been seen on PBS and the Documentary Channel. As a producer, he has received three Mid-America Emmy awards for producing and writing, and a Telly. Joe is a big proponent of providing others with the ability to work outside of the box as long as they can meet their goals. One of his greatest passions is mentoring and working with other educators. Joe serves as a board member for Advance Illinois, an educational policy organization, and numerous other organizations where he helps design curricula and develop new instructional methodologies.

Cossondra George teaches middle and high school special education in a small rural school in northern Michigan. Her district is geographically the largest east of the Mississippi (a bit larger than the state of Rhode Island) though shrinking rapidly in enrollments. Her teacher preparation program was through a traditional higher education route, and she was part of the first group of student teachers at Northern Michigan University to be a part of a listserv cohort created by teacher candidates to support one another through their student teaching experiences. Cossondra serves as secretary for the Eastern Upper Peninsula Intermediate School District Math Curriculum Review team. She worked for two years as a technology integration coach for Michigan's Freedom to Learn program, collaborating with teachers across the state to better use their one-to-one laptops. Cossondra blogs about her middle school teaching experiences at Middle School, day by day from a teacher's point of view. <<http://cossondra.blogspot.com/>>

John Holland is an artist, a teacher, a writer, and an innovator. He has dedicated his career to serving the neediest and youngest school children of Richmond, Virginia. After 12 years as a preschool teacher of 3- and 4-year-olds from Richmond's toughest neighborhoods, John recently left the classroom to take a position as Early Head Start/Head Start Program child development specialist for Richmond Public Schools, supporting the teachers who serve those children. John is one of a handful of male National Board-certified pre-Kindergarten teachers in the country. He was the lead blogger for the Pew Charitable trust blog Inside Pre-K from 2008–2010 and currently writes about pre-K issues on his blog Emergent Learner. John is a member of the Teacher Leaders Network and the Center for Teacher Leadership at Virginia Commonwealth University (VCU) where he is the moderator for the Virginia Forum, an online community of accomplished teachers. John is pursuing a Ph.D. in educational leadership at VCU where he has served as a National Board coach, mentor, workshop presenter, and university student teaching supervisor. He is president of VCU's Educational Leadership Doctoral Association and was recognized in 2009 as one of Richmond's Top 40 Under 40 by *Style Weekly*. John's teacherpreneur company is Right START Solutions LLC. His passions include educational policy, teacher leadership, creativity, and 21st-century learning. John is also a co-author of *Teaching 2030: What We Must Do for Our Students and Our Public Schools--Now and in the Future*.

Ben Jackson recently completed his third year at Bruce Randolph School in Denver (CO). He assisted in the drafting and negotiation of the first professional autonomy agreement in Colorado, freeing Bruce Randolph from the constraints of district policies and the union contract. In 2008, he co-created Denver Teachers for Change, a reform-minded organization for educators in Denver, which pushed for a more forward thinking teacher contract. Prior to teaching, Ben earned a bachelor's in English and certification to teach secondary English from the University of Colorado at Boulder. In summer 2010, Ben began a new career in the field of education policy as a project director for The New Teacher Project. There, Ben will use his knowledge from the classroom to assist districts and states in developing strategies to dramatically increase teacher effectiveness and student achievement. He is also a member of the Denver New Millennium initiative.

Kathie Marshall is a member of the TeacherSolutions Teacher Working Conditions team. Kathie returned to her Los Angeles classroom in the fall of 2008 to teach middle grades language arts, after spending six years as a literacy coach for the district. She writes frequently about instructional practice

and the teaching life through the Teacher Leaders Network's partnership with Teacher Magazine and is active in the Accomplished California Teachers organization.

Anna L. Martin is the resource teacher at Lee Mathson Middle School, a public school in an urban high-needs district in San Jose (CA). She began her career through Teach For America as a core teacher for seventh and eighth grades at Lee Mathson. Upon completing her two-year placement, she continued to work at the school as a mentor and teacher leader. She is now entering her seventh year in the profession. In her current role, she is responsible for coaching teachers, making student placement and master scheduling decisions, mentoring students, and providing professional development for all staff. In the summer of 2010, she is participating in a teaching Fulbright program in Morocco where she is developing relevant curricula using cooperative group work theory. Anna will begin work towards completing National Board Certification during the 2010-11 school year. She is also a member of the Bay Area (CA) New Millennium Initiative.

Renee Moore has taught English in rural Mississippi for 20 years. She is a National Board Certified Teacher and the 2001 Mississippi Teacher of the Year. Renee is also a recipient of the Milken Educator Award and the first practicing classroom teacher to serve on the Board of Trustees of the Carnegie Foundation for the Advancement of Teaching. She is a member of Mississippi's Commission on Teacher and Administrator Education, Certification, and Licensure and the Board of Directors of the National Board for Professional Teaching Standards. Renee has participated on two of the Teacher Leader Network's Teacher Solutions teams: Performance Pay for Teachers (2008) and The Future of Teaching (to be published in 2010). Along with publications in several books and educational journals, she also maintains a blog, TeachMoore.

Marti Schwartz taught K-6 kids in the suburbs of RI for 32 years, after which she "retired," and was later "born again" into a new role as an English/Language Arts teacher for high school sophomores at an urban charter school, which draws students from Pawtucket and Central Falls, RI. Marti is a Selector for the New Teacher Project and developed and led a week long summer seminar for novices through Brown University for four years, coaching new teachers. Marti is a 4th generation teacher who still loves the learning and excitement of working with kids and helping them grow.

Elizabeth Stein teaches in the suburbs of Smithtown, Long Island in New York. She is a special education teacher with nine years of elementary level experience (K-5) and has dual certification in special education and elementary education. This year, she moved to the middle school (grades 6-8). Elizabeth is a National Board Certified teacher in the area of literacy. She earned her B.A. in psychology, wherein she discovered her passion for teaching, leading to her to a Masters in Education. She also teaches college level courses as an adjunct instructor and was published in NEA Today on the "In your own words" page in March 2008 and an article she wrote entitled "Teach Kids to Think and They'll Want to Learn" was published in Educator's Voice, Vol. II. by NYSUT. Elizabeth has also been published in Teacher Professional Development Sourcebook by Education Week in Spring 2010, as well as in online articles for *Teacher Magazine*.

Emily Vickery is an innovator/educator who has worked in a wide variety of settings, from teaching in an economically disadvantaged urban high school to serving as a consultant to a state governor. The constant in her work has been a love of teaching, learning, and technology. Emily has served on the Alabama Governor's Council on Education Technology and represented the state of Alabama on a task force for the U.S. Department of Education. From 1997 to 2003, Emily served as a private educational consultant focusing on technology. Her clients included the governor of the State of Colorado, the Education Commission of the States, and Apple, Inc. In 2003, she accepted a fellowship with the award-winning Teaching Tolerance project of the Southern Poverty Law Center. From 2004 to 2009, Emily

served as a technology instructor and the director of 21st-century learning for a private academy in Alabama. In 2009, she accepted the position of 21st-century learning specialist at an innovative parochial school in Florida. There, she supports teachers in curriculum, instruction, assessment, learning management, and the use of digital tools. Emily is a co-author of *Teaching 2030: What We Must Do for Our Students and Our Public Schools--Now and in the Future*.

Sean Woytek, a member of the Denver New Millennium cohort, serves as a social studies teacher at Colorado High School, educating sophomores, juniors and seniors. After graduating from Walden University with a degree in secondary education, Sean taught at Bruce Randolph for three years in Denver Public Schools, where he also helped to pass his school's autonomy agreement and chaired the collaborative committee. He earned a master's degree in integrating technology into the curriculum and recently joined the district's professional development design team.